## Minidoka County School District #331 Differential Pay Plan 2013-14

Minidoka School District, using several data sources and the Idaho Core standards, has identified writing as an area of needed improvement. As a result, stakeholders from all buildings have chosen to use writing as a focus and track student progress through measurable goals for all students in pre K-12. MCSD's Differential Pay will be based on these goals along with specific criteria set up at each building location using rubrics established for each grade level. All certificated staff will be eligible to receive differential pay based on pre and post writing samples and growth from established rubrics.

Building/Level	Writing Focus	September	Academic Growth	# of	# of	# of
	Areas	-January	Measurement	Qualifying	Support	Admin.
		2013-2014		Staff	Staff	Staff
TLC/Pre-School	Letters,	Weekly	Academic growth	3	4	3
	Symbols, Words		will be based on			
			three factors:			
			Brigance writing			
			rubrics,			
			improvements in			
			pre-post writing,			
			school-wide gains in			
			writing proficiency			
Acequia Elementary	Letters,	Pre-write –	Growth will be	15	0	1
K-5	Symbols,	Sept.	measured using			
	Sentences,	Post-write-	rubrics to show			
	Paragraphs,	Jan.	growth from the			
	Essays:		pre-write to post			
	Expository,		write samples.			
	Narrative,		Rubrics are based			
	Explanatory,		on Write Tools, 6			
	Informative,		Traits of Writing and			
	Opinion		grade-level			
			generated.			
Heyburn Elementary	Letters,	3-6 times	Grade level growth	25	0	1
K-5	Symbols,		in writing			
	Sentences,		proficiency will be			
	Paragraphs,		measured using pre			
	Essays:		and post writing			
	Expository,		samples scored with			
	Narrative,		grade-level rubrics			
	Explanatory,		aligned to Idaho			
	Informative,		Core Standards.			
	Opinion					

Daul Flomontany	Letters,	Bi-	Academic growth	20.25	1	1
Paul Elementary K-5			will be based on the	20.23	1	1
K-5	Symbols,	monthly,				
	Sentences,	10 times	following factors:			
	Paragraphs,		school-wide writing			
	Essays:		rubrics,			
	Expository,		improvements in			
	Narrative,		pre and post			
	Explanatory,		writing, and school-			
	Informative,		wide gains			
	Opinion					
Rupert Elementary	Letters,	Pre-write	Growth will be	27.75	0	1
K-5	Symbols,	in	measured using			
	Sentences,	September	rubrics to show			
	Paragraphs,	осресиис:	growth from the pre-			
	Essays:		write to post-write			
		Post-Write	samples. Writing			
	Expository,		Rubrics generated			
	Narrative,	in January	from the Smarter			
	Explanatory,		Balanced Assessment			
	Informative,		and K-5 grade level			
	Opinion		rubrics will be utilized.			
Total Learning	Letters,	3-6 times	Academic growth	3.5	2	1
Center 1-6	Symbols,		will be based on			
	Sentences,		three factors:			
	Paragraphs,		writing rubrics,			
	Essays:		improvements in			
	Expository,		pre-post writing,			
	Narrative,		school-wide gains in			
	Explanatory,		writing proficiency			
	Informative,		Writing proficiency			
	Opinion					
East Minico Middle	<u> </u>	One	Growth will be	24	0	1
	Sentences,			24	U	1
School 6-8	Paragraphs,	additional	measured by			
	Essays:	writing	evaluating writing			
	Expository,	assignmen	samples in advisory			
	Narrative,	t per	classes on a monthly			
	Explanatory,	month in	basis. Rubrics			
	Informative,	advisory	generated by the			
	Opinion		staff will be used.			
West Minico Middle	Sentences,	One	Growth will be	22.25	0	1
School 6-8	Paragraphs,	additional	measured by			
	Essays:	writing	evaluating writing			
	Expository,	assignmen	samples in advisory			
	Narrative,	t per	classes on a monthly			
	Explanatory,	month in	basis. Rubrics			
	Informative,	advisory	generated by the			
	Opinion	auvisory	staff will be used.			
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Mt. Harrison Jr./Sr. High School 7-12	Sentences, Paragraphs, Essays: Expository, Narrative, Explanatory, Informative, Opinion	3-6 times	Growth will be measured through the implementation of the SRI, SMI, and STAR reading and math as well as through the use of the Idaho Core Standards to drive instruction with the focus on writing and the connection between the student and the test and information which are being taught in each classroom. Pre and	15.25	0	1
			a measure of student growth in writing.			
Minico High School 9-12	Sentences, Paragraphs, Essays: Expository, Narrative, Explanatory, Informative, Opinion	3-6 times	Growth will be measured by evaluating writing samples in advisory classes on a monthly basis. Rubrics generated by the staff will be used.	55.5	.5	3

Money received from the State Department of Education (SDE) for Differential Pay will be distributed first for professional development days (40%) then based upon recommendations from building principals as submitted through verification logs to the District Service Center at the end of January 2014 (60%). Building administrators will be responsible to document certificated participation in the writing plan for their respective building through portfolios/samples of student work and teacher planning, implementing, and grading of writing assignments. Rubrics will be used to demonstrate growth overall. Each certificated staff member who qualifies will receive an amount equal to the total received divided by all eligible staff members per building. Each building will submit their plan and rubrics to the District Service Center by the end of September to be reviewed and approved. Disbursement of earned Differential Pay will be done within 45 days of receiving the funding from the SDE.